



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12511727
SAU: MSAD 57
School: Shapleigh Memorial School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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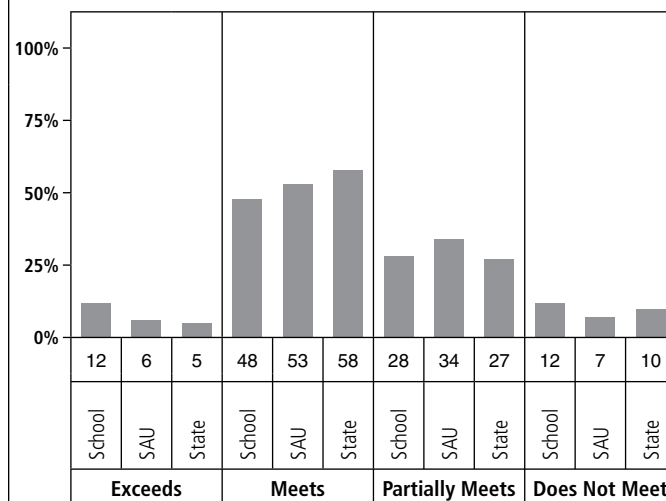
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Shapleigh Memorial School

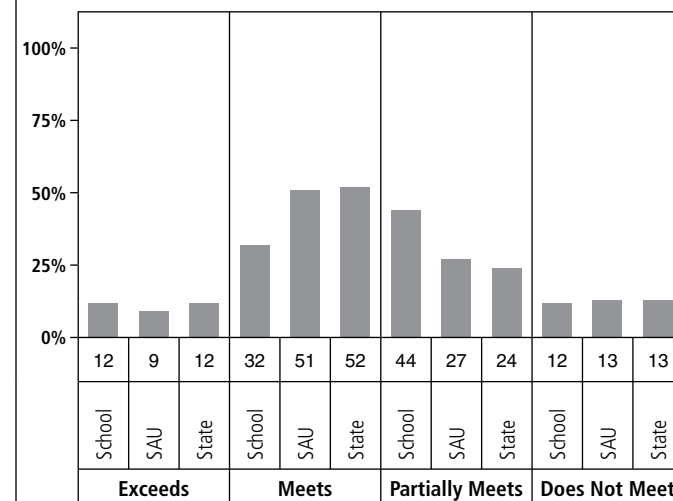
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	545	542	544
2006–2007	548	544	544
2007–2008	544	545	545
Cum. Avg. *	546	544	544
Mathematics			
2005–2006	545	537	543
2006–2007	545	543	546
2007–2008	543	545	546
Cum. Avg. *	544	541	545
ELA – Writing			
2005–2006			
2006–2007	547	541	541
2007–2008	541	538	538
Cum. Avg. *			

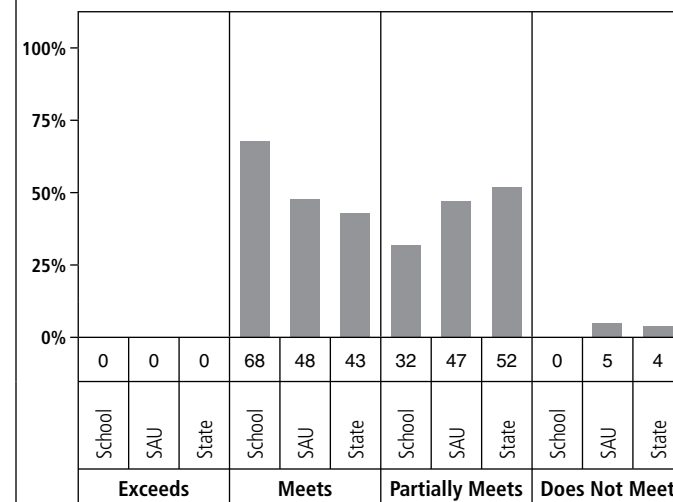
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Shapleigh Memorial School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																					
							ELA-Reading						Mathematics												ELA-Writing			
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	25	100	253	100	14240	100	25	100	253	100	14157	100	25	100	253	100	14156	100					25	100	252	100	14107	99
Ethnicity	African American/Black						0	0	4	100	396	98	0	0	4	100	398	99					0	0	3	75	388	96
	American Indian or Native Alaskan						1	100	2	100	118	100	1	100	2	100	118	100					1	100	2	100	118	100
	Asian or Pacific Islander						0	0	2	100	199	99	0	0	2	100	199	99					0	0	2	100	197	98
	Hispanic						0	0	0	0	170	97	0	0	0	0	174	99					0	0	0	0	171	97
	Caucasian/White						24	96	245	97	13339	94	24	100	245	100	13267	100					24	100	245	100	13233	99
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0					0	0	0	0	0	0
Identified disability	7	28	46	18	2555	18	7	100	46	100	2528	99	7	100	46	100	2526	99					7	100	45	98	2507	99
Current LEP	0	0	3	1	337	2	0	0	3	100	328	97	0	0	3	100	334	99					0	0	3	100	323	96
Economically disadvantaged	10	40	91	36	5574	39	10	100	91	100	5528	99	10	100	91	100	5531	99					10	100	90	99	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	15	60	195	77	11042	78	15	60	196	77	11006	77							18	72	201	79	11127	78
Identified disability (PET/IEP)	0	0	4	2	396	4	0	0	4	2	404	4							0	0	4	2	447	4
LEP	0	0	2	1	144	1	0	0	2	1	141	1							0	0	2	1	147	1
504 plan	1	7	10	5	134	1	1	7	10	5	133	1							2	11	11	5	136	1
Participation with accommodations	10	40	56	22	2974	21	10	40	55	22	3014	21							7	28	49	19	2845	20
Identified disability (PET/IEP)	7	70	40	71	1996	67	7	70	40	73	1986	66							7	100	39	80	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	1	10	4	7	76	3	1	10	4	7	77	3							0	0	3	6	74	3
Other	2	20	12	21	766	26	2	20	11	20	801	27							0	0	7	14	710	25
Participation through alternate assessment (PAAP)	0	0	2	1	136	1	0	0	2	1	136	1							0	0	2	1	135	1
Identified disability (PET/IEP)	0	0	2	100	136	100	0	0	2	100	136	100							0	0	2	100	135	100
LEP	0	0	1	50	4	3	0	0	1	50	4	3							0	0	1	50	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	1	0	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	MSAD 57
School:	Shapleigh Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	2	6	9	3	721	5
	2006-2007	4	17	15	6	702	5
	2007-2008	3	12	14	6	659	5
	Cum. Total*	9	11	38	5	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	18	56	132	47	7571	53
	2006-2007	13	54	143	54	7730	55
	2007-2008	12	48	133	53	8195	58
	Cum. Total*	43	53	408	51	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	8	25	105	37	4343	30
	2006-2007	5	21	87	33	4182	30
	2007-2008	7	28	86	34	3800	27
	Cum. Total*	20	25	278	35	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	4	13	37	13	1628	11
	2006-2007	2	8	21	8	1419	10
	2007-2008	3	12	18	7	1362	10
	Cum. Total*	9	11	76	10	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.1	58.5	29.2	60.8	29.2	60.8
Literary Text	24	50	14.2	59.2	14.8	61.7	15.0	62.5
Informational Text	24	50	14.0	58.3	14.4	60.0	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Shapleigh Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	25	3	12	12	48	7	28	3	12	544	251	6	53	34	7	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										4						388	1	39	34	26	538
American Indian or Native Alaskan	1										2						116	0	44	45	11	541
Asian or Pacific Islander	0										2						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	24	3	13	11	46	7	29	3	13	544	243	6	52	35	7	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	4	57	2	29	535	44	0	14	59	27	535	2392	0	26	42	31	536
No	18	3	17	11	61	3	17	1	6	547	207	7	61	29	3	547	11624	6	65	24	5	547
Current LEP																						
Yes	0										2						319	1	36	34	29	537
No	25	3	12	12	48	7	28	3	12	544	249	6	53	35	7	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	10	1	10	5	50	3	30	1	10	544	90	3	48	39	10	543	5454	2	48	35	15	541
No	15	2	13	7	47	4	27	2	13	544	161	7	56	32	6	546	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	25	3	12	12	48	7	28	3	12	544	251	6	53	34	7	545	14011	5	58	27	10	545
Gender																						
Female	13	0	0	7	54	4	31	2	15	541	101	8	58	28	6	546	6766	7	62	24	8	546
Male	12	3	25	5	42	3	25	1	8	547	150	4	49	39	8	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	25	3	12	12	48	7	28	3	12	544	251	6	53	34	7	545	12265	5	62	25	8	546
Gifted/talented program																						
Yes	4										21	48	52	0	0	560	464	27	71	2	1	557
No	21	0	0	11	52	7	33	3	14	540	230	2	53	37	8	543	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 57

School: Shapleigh Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	0	0	1	100	528	6	0	20	53	27	537	5	2	42	34	22	540
B. less than one hour	64	3	19	8	50	5	31	0	0	548	66	7	59	29	6	546	66	5	60	27	9	545
C. one to two hours	24	0	0	4	67	1	17	1	17	540	25	5	49	44	2	544	26	5	61	26	8	546
D. more than two hours	8	0	0	0	0	1	50	1	50	527	2	0	33	17	50	534	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	2	33	3	50	1	17	0	0	552	33	9	55	29	7	547	31	7	63	23	7	547
B. They match some of what I have learned.	56	1	7	7	50	4	29	2	14	543	53	5	57	32	6	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	12	0	0	2	67	1	33	0	0	541	10	0	42	50	8	540	11	2	42	37	19	540
D. There is no match.	8	0	0	0	0	1	50	1	50	527	4	0	20	60	20	536	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	3	27	5	45	1	9	2	18	547	37	10	69	14	7	549	30	10	68	16	6	549
B. good	48	0	0	7	58	4	33	1	8	541	45	4	49	42	4	544	53	3	59	29	9	544
C. fair	8	0	0	0	0	2	100	0	0	540	17	0	29	56	15	539	15	1	41	40	18	539
D. poor	0										2	0	50	25	25	540	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	22	1	20	2	40	1	20	1	20	542	20	6	31	45	18	540	17	3	45	32	19	541
B. about the same as my regular schoolwork	61	1	7	7	50	5	36	1	7	543	67	5	60	33	2	546	67	5	62	26	7	546
C. easier than my regular schoolwork	17	1	25	3	75	0	0	0	0	555	13	10	58	16	16	547	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	1	33	2	67	0	0	535	17	0	33	52	14	538	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	52	0	0	6	46	5	38	2	15	540	49	3	50	40	7	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	36	3	33	5	56	0	0	1	11	552	34	12	68	15	5	550	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	16	0	0	3	75	1	25	0	0	547	23	5	66	20	9	546	18	8	64	20	8	547
B. 20 minutes to an hour	60	3	20	7	47	4	27	1	7	546	51	7	56	32	6	546	56	5	62	25	7	546
C. less than 20 minutes	16	0	0	1	25	1	25	2	50	533	10	8	42	42	8	543	12	2	50	32	15	542
D. I rarely read at home.	8	0	0	1	50	1	50	0	0	544	16	0	35	55	10	540	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	25	0	0	3	50	2	33	1	17	539	29	3	49	39	10	543	26	3	51	32	14	542
B. six to ten pages	25	0	0	3	50	2	33	1	17	540	24	0	51	47	2	542	28	3	59	28	9	544
C. eleven or more pages	50	3	25	5	42	3	25	1	8	548	47	10	57	24	8	547	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	528						
C.	0										50	0	0	100	0	540						
D.	0										25	100	0	0	0	580						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Shapleigh Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	5	16	11	4	1415	10
	2006-2007	4	17	20	7	1711	12
	2007-2008	3	12	23	9	1617	12
	Cum. Total*	12	15	54	7	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	12	38	99	35	6503	45
	2006-2007	9	38	127	48	6778	48
	2007-2008	8	32	129	51	7284	52
	Cum. Total*	29	36	355	44	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	9	28	99	35	3945	28
	2006-2007	7	29	89	33	3884	28
	2007-2008	11	44	67	27	3341	24
	Cum. Total*	27	33	255	32	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	6	19	76	27	2434	17
	2006-2007	4	17	31	12	1683	12
	2007-2008	3	12	32	13	1778	13
	Cum. Total*	13	16	139	17	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.4	56.0	8.9	59.3	9.0	60.0
Cluster 2: Shape and Size	14	29	6.5	46.4	7.2	51.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.6	32.0	2.1	42.0	2.2	44.0
Cluster 4: Patterns	14	29	8.2	58.6	8.2	58.6	8.4	60.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 57
 School: Shapleigh Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	25	3	12	8	32	11	44	3	12	543	251	9	51	27	13	545	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										4						392	5	33	32	31	537
American Indian or Native Alaskan	1										2						116	5	42	31	22	540
Asian or Pacific Islander	0										2						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	24	3	13	7	29	11	46	3	13	543	243	9	51	27	13	545	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	3	43	3	43	530	44	2	25	39	34	534	2390	2	29	34	35	534
No	18	3	17	7	39	8	44	0	0	548	207	11	57	24	8	547	11630	13	57	22	8	548
Current LEP																						
Yes	0										2						330	4	36	27	33	536
No	25	3	12	8	32	11	44	3	12	543	249	9	52	27	13	545	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	10	1	10	3	30	6	60	0	0	544	90	8	48	33	11	543	5461	5	46	30	19	541
No	15	2	13	5	33	5	33	3	20	543	161	10	53	23	14	546	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	25	3	12	8	32	11	44	3	12	543	251	9	51	27	13	545	14015	12	52	24	13	546
Gender																						
Female	13	0	0	4	31	7	54	2	15	538	101	9	53	28	10	546	6767	11	51	24	13	546
Male	12	3	25	4	33	4	33	1	8	549	150	9	50	26	15	545	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	25	3	12	8	32	11	44	3	12	543	251	9	51	27	13	545	12265	13	54	22	11	547
Gifted/talented program																						
Yes	4										21	43	57	0	0	566	464	58	40	2	0	564
No	21	0	0	7	33	11	52	3	14	539	230	6	51	29	14	543	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Shapleigh Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 64 24 8	0 3 0 0	0 19 0 0	0 6 2 0	0 38 33 0	0 6 4 1	0 38 67 50	1 1 0 1	100 6 0 50	528 547 538 532	6 66 25 2	7 10 8 0	27 54 52 17	27 26 27 33	40 9 13 50	535 547 544 531	5 66 26 2	6 12 12 9	39 52 55 37	29 24 23 25	25 12 11 29	539 546 547 539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	28 56 12 4	2 1 0 0	29 7 0 0	3 5 0 0	43 36 0 0	2 7 2 0	29 50 67 0	0 1 1 1	0 7 33 100	552 542 534 528	43 44 11 2	16 5 4 0	53 56 32 20	21 31 32 40	10 9 32 40	548 546 534 535	38 48 10 3	16 9 6 3	56 53 37 24	19 26 32 29	8 12 24 45	549 545 539 532
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	28 48 16 8	3 0 0 0	43 0 0 0	1 5 2 0	14 42 50 0	3 6 2 0	43 50 50 0	0 1 0 2	0 8 0 100	555 541 538 528	36 38 20 6	19 5 2 0	58 52 45 29	13 28 43 43	10 15 10 29	550 545 540 534	31 47 19 3	24 8 2 1	54 55 43 26	14 25 35 38	8 12 20 36	552 545 539 533
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	8 72 20	0 2 1	0 11 20	1 6 1	50 33 20	0 9 2	0 50 40	1 1 1	50 6 20	527 544 545	17 70 13	0 10 15	37 57 39	39 24 24	24 9 21	537 547 544	18 66 17	5 11 20	42 55 51	30 23 19	22 11 10	540 547 549
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	24 64 8 4	0 3 0 0	0 19 0 0	1 5 1 1	17 31 50 100	4 6 1 0	67 38 50 0	1 2 0 0	17 13 0 0	536 546 545 542	31 37 20 12	13 12 4 0	38 55 54 70	32 23 28 20	17 10 14 10	543 547 545 544	21 36 27 15	10 13 12 10	48 54 54 49	26 23 23 25	16 10 11 16	544 547 547 544
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	28 40 24 8	1 1 0 1	14 10 0 50	5 1 2 0	71 10 33 0	1 7 3 0	14 70 50 0	0 1 1 1	0 10 17 50	552 539 539 548	15 37 31 17	11 12 4 12	50 42 63 51	29 32 23 20	11 14 10 17	546 545 545 544	7 30 34 29	12 13 12 9	44 53 54 50	25 23 23 25	19 11 10 16	543 547 547 544
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	0 60 28 12	 0 3 0	 0 43 0	 7 1 0	 47 14 0	 7 2 2	 47 29 67	 1 1 1 33	 7 14 33	540 553 535	9 40 36 15	5 6 14 8	41 52 56 46	32 27 24 27	23 15 6 19	540 542 549 545	7 31 40 23	7 7 12 18	40 49 55 54	25 29 23 19	28 15 10 9	539 543 547 549
Optional school/SAU question A. B. C. D.	0 0 0 0	 	 	 	 	 	 	 	 	 	0 25 50 25	 0 0 0	 0 50 100	 0 0 0	100 50 0	520 535 558	 	 	 	 	 	

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Shapleigh Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 0	8 0	6 0	2 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	17 17	71 68	145 119	55 48	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	5 8	21 32	101 118	38 47	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	13 13	5 5	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.8	59.0	10.8	54.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.3	52.5	5.7	47.5	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.5	68.8	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Shapleigh Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	25	0	0	17	68	8	32	0	0	541	250	0	48	47	5	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										3						382	0	31	57	11	534
American Indian or Native Alaskan	1										2						116	0	28	66	6	534
Asian or Pacific Islander	0										2						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	24	0	0	16	67	8	33	0	0	541	243	0	47	47	5	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	6	86	0	0	532	43	0	9	72	19	528	2372	0	12	72	16	529
No	18	0	0	16	89	2	11	0	0	545	207	0	56	42	2	540	11600	0	50	48	1	539
Current LEP																						
Yes	0										2						319	0	30	58	12	533
No	25	0	0	17	68	8	32	0	0	541	248	0	47	48	5	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	10	0	0	9	90	1	10	0	0	544	89	0	43	46	11	536	5435	0	32	61	7	535
No	15	0	0	8	53	7	47	0	0	540	161	0	50	48	2	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	25	0	0	17	68	8	32	0	0	541	250	0	48	47	5	538	13967	0	43	52	4	538
Gender																						
Female	13	0	0	11	85	2	15	0	0	543	101	0	62	37	1	542	6750	1	55	43	2	540
Male	12	0	0	6	50	6	50	0	0	539	149	0	38	54	8	536	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	25	0	0	17	68	8	32	0	0	541	250	0	48	47	5	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	4										21	0	90	10	0	546	464	2	74	23	0	545
No	21	0	0	13	62	8	38	0	0	540	229	0	44	51	6	537	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 57
 School: Shapleigh Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	1	100	0	0	528	6	0	20	47	33	527	5	0	29	57	14	533
B. less than one hour	64	0	0	13	81	3	19	0	0	543	66	0	54	43	3	539	66	0	44	52	3	538
C. one to two hours	24	0	0	4	67	2	33	0	0	541	26	0	44	56	0	539	26	0	45	52	3	538
D. more than two hours	8	0	0	0	0	2	100	0	0	532	2	0	0	60	40	526	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	28	0	0	5	71	2	29	0	0	541	25	0	65	32	3	541	25	1	54	42	3	540
B. good	52	0	0	9	69	4	31	0	0	543	44	0	54	44	2	540	50	0	46	51	3	538
C. fair	8	0	0	1	50	1	50	0	0	538	26	0	25	66	9	533	22	0	29	65	6	535
D. poor	12	0	0	2	67	1	33	0	0	537	5	0	33	50	17	532	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	8	0	0	1	50	1	50	0	0	535	15	0	31	61	8	534	14	0	33	56	10	535
B. about that same as my regular schoolwork	72	0	0	13	72	5	28	0	0	542	68	0	54	43	3	540	65	0	45	52	3	538
C. easier than my regular schoolwork	20	0	0	3	60	2	40	0	0	542	18	0	42	49	9	536	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	516						
C.	0										50	0	50	50	0	539						
D.	0										25	0	100	0	0	548						